

# **Race to the Top Assessment Annual Performance Report**

**CFDA Number: 84.395B**

**U.S. Department of Education  
Washington, DC 20202**

**INSTRUCTIONS FOR GRANTEEES:** Below, please provide the name of the consortium for which this report is prepared and the date it was submitted to the U.S. Department of Education. Complete sections one and two according to the guidelines provided in each of those sections along with the definitions included at the end of this form. Questions about preparing the report should be sent to your program officer. The completed report should be submitted electronically as a PDF document to your program officer by no later than August 15 of each reporting year. The final report is due on January 15, 2015. The Annual Performance Reports from both consortia will be posted on the Department's website as public documents.

**NAME OF REPORTING CONSORTIUM:** Partnership for Assessment of Readiness for College and Careers (PARCC)

**DATE SUBMITTED:** August 15, 2011, updated September 23, 2011

## **Purpose**

The Race to the Top Assessment (RTTA) Annual Performance Report (APR) will document grantees' progress toward the development of an assessment system by a consortium of states that measures student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts. The assessment system will cover the full range of those standards, elicit complex student demonstrations or applications of their knowledge and skills as appropriate, and provide an accurate measure of student achievement across the full performance continuum over a full academic year. The system will include one or more summative assessment components in mathematics and in English language arts that are administered at least once during the academic year in each of grades 3 through 8 and at least once in high school. The assessment system will include all students, including English language learners and students with disabilities. The system will produce student achievement data and student growth data that can be used to inform determinations of school effectiveness; individual principal and teacher effectiveness for purposes of evaluation; principal and teacher professional development and support needs; and teaching, learning, and program improvement.

The APR is one component of the U.S. Department of Education's (ED's) review of the RTTA program. In addition to providing basic financial information, the APR provides information on the grantees' progress in meeting key indicators for both the RTTA absolute priority (development of an assessment system as described above) and competitive preference priority (collaboration and alignment with higher education). Additional information about the grantees' progress is gathered through monthly calls and an annual review process. These activities also help to identify areas where technical assistance may be needed. Both the APR and the Department's final report from the annual review process will be made publicly available on ED's website in order to provide all stakeholders with progress updates on the development of the new assessment systems.

## **SECTION ONE. Key Indicators of Progress and Impact**

*Complete the summary tables below for the appropriate year of the grant. Use the notes field following each table as needed to explain the data provided, including explanations for any decreases from previously submitted data. For Table 3 on page 6, please add rows as needed, and include an explanation for how LEAs were assessed on meeting the minimum requirements. See Section three for definitions of selected terms, as originally provided in the Notice Inviting Applications (75 FR 18171).*

Table 1. State Participation

*The program requires that each consortium include a minimum of 15 states, of which at least 5 states must be Governing States.*

Performance Measure		Application Data	July 1, 2011	July 1, 2012	July 1, 2013	July 1, 2014	FINAL 9/30/14
1.1.1 Number of states in the consortium by participation level	Governing States	11	15				
	Participating or Advisory States	15	9				

### Notes:

1.1.1: When PARCC submitted its application on June 23, 2010, the consortium had 26 member states – 11 of which were Governing States and 15 of which were participating states. Since then, four states decided to make the commitments necessary to move from participating state status to governing state status (Arkansas, Georgia, New Jersey, and Oklahoma). Additionally, two participating states withdrew from the PARCC consortium to become governing states in the Smarter Balanced Assessment Consortium (California and New Hampshire).

Table 2. Progress Indicators

*The performance measures below were included in the Notice Inviting Applications for the RTTA program and are used for compliance with the Government Performance and Results Act as well as illustrating grantee progress against program goals.*

Performance Measure	Application Data	July 1, 2011	July 1, 2012	July 1, 2013	July 1, 2014	FINAL 9/30/14
1.2.1 Number of states in the consortium that have formally adopted a common set of college- and career-ready standards in math and English language arts (ELA)	<b>4</b>	<b>24</b>				
1.2.2 Number of states that have fully implemented the summative assessment components of the assessment systems developed by the consortium	<b>0</b>	<b>0</b>				
1.2.3 Number of institutions of higher education (IHE) that are working with the grantee to design and develop the final high school summative assessments in math and ELA	<b>896</b>	<b>755</b>				
1.2.4 Number of IHEs that have implemented policies that exempt from remedial courses and place into credit-bearing college courses students who meet the achievement standard for the final high school summative assessments in math and ELA and any other placement requirements	<b>0</b>	<b>0</b>				
1.2.5 Percentage of direct matriculation students in public IHEs that are enrolled in IHEs that are working with grantee to design and develop the final high school summative assessments in math and ELA and/or have implemented policies that exempt from remedial courses and place into credit-bearing college courses students who meet the achievement standard for the final high school summative assessments in math and ELA	<b>90%</b>	<b>86%</b>				

Notes:

1.2.1: As of the date PARCC submitted its application for the RTTA competition (June 23, 2010), four states had officially adopted the Common Core State Standards – Kentucky (2/10/10), Maryland (5/25/10), Ohio (6/7/10), and New Jersey (6/16/10). Since then, the remaining 20 PARCC states have each adopted the CCSS.

1.2.2: Design of the summative components of PARCC assessment system began in the 2010-11 program year.

1.2.3 – The PARCC application reported that 188 public institutions or systems of higher education were committed to working with PARCC. We have converted that number to the total number of institutions in order to simplify year-to-year comparisons.

1.2.4 - We are currently working with our higher education stakeholders to identify policies that exempt from remedial courses and place into credit-bearing college courses students who meet the achievement standard for the final high school summative assessments in math and ELA and any other placement requirements to be implemented by the first administration of the PARCC assessments.

Much of the postsecondary engagement work during this phase has involved engaging high level policy makers, administrators, and institutional leaders to identify best practices and encourage their adoption of remediation and placement policies that will ensure a smooth transition to the PARCC assessments.

1.2.5 – The percentage of direct matriculation students has dropped due to the departure of California and New Hampshire from the consortium.

Table 3. Number of local education agencies (LEAs) for which data were submitted using the tool designed and administered by the two RTTA consortia regarding their technology capacity and the number that meet the consortium-defined minimum requirements to administer the summative assessment via computer, by state

*Note: For your reference, the National Center for Education Statistics publishes the number of LEAs by state in its annual publication Numbers and Types of Public Elementary and Secondary Local Education Agencies. These data are included in Table 2 on page 7 of the most recent report, available as of May 2011, at [http://nces.ed.gov/pubs2011/pesagencies10/tables/table\\_02.asp](http://nces.ed.gov/pubs2011/pesagencies10/tables/table_02.asp).*

State	Total LEAs in SY 2009- 10	July 1, 2011	July 1, 2012	July 1, 2013	July 1, 2014	FINAL Sept. 30, 2014
		Num. of LEAs ready to implement computer- administration of the summative assessment	Num. of LEAs ready to implement computer- administration of the summative assessment.	Num. of LEAs ready to implement computer- administration of the summative assessment	Num. of LEAs ready to implement computer- administration of the summative assessment.	Num. of LEAs ready to implement computer- administration of the summative assessment.
Alabama	171	N/A*				
Arizona	676	N/A*				
Arkansas	295	N/A*				
Colorado	262	N/A*				
Delaware	43	N/A*				
District of Columbia	59	N/A*				
Florida	75	N/A*				
Georgia	206	N/A*				
Illinois	1076	N/A*				
Indiana	387	N/A*				
Kentucky	194	N/A*				
Louisiana	123	N/A*				
Maryland	25	N/A*				
Massachusetts	393	N/A*				
Mississippi	165	N/A*				
New Jersey	686	N/A*				

State	Total LEAs in SY 2009- 10	<i>July 1, 2011</i>	<i>July 1, 2012</i>	<i>July 1, 2013</i>	<i>July 1, 2014</i>	<i>FINAL Sept. 30, 2014</i>
		Num. of LEAs ready to implement computer- administration of the summative assessment	Num. of LEAs ready to implement computer- administration of the summative assessment.	Num. of LEAs ready to implement computer- administration of the summative assessment	Num. of LEAs ready to implement computer- administration of the summative assessment.	Num. of LEAs ready to implement computer- administration of the summative assessment.
New Mexico		N/A*				
New York	912	N/A*				
North Dakota	225	N/A*				
Ohio	1064	N/A*				
Oklahoma	584	N/A*				
Pennsylvania	799	N/A*				
Rhode Island	54	N/A*				
South Carolina	103	N/A*				
Tennessee	140	N/A*				

Notes:

\* Minimum consortium-defined requirements will not be available prior to the 2011 annual reporting deadline.

## **SECTION TWO. Financial Expenditures**

*Report the actual expenditure totals for each of the budget categories listed in Section 2A. Include federal supplemental grant funds in the totals provided for each budget category, as applicable. For Section 2B, report the total amount of non-federal and non-SEA funds (e.g., foundation funds) used to support the work of the consortium.*

### **Section 2A – Budget Summary U.S. Department of Education Funds**

<b>Budget Categories</b>	<b>Sept 2010– July 1, 2011</b>	<b>July 2, 2011– June 30, 2012</b>	<b>July 1, 2012– June 30, 2013</b>	<b>July 1, 2013– June 30, 2014</b>	<b>TOTAL FOR THE GRANT (9/30/14)</b>
1. Personnel	See Notes				
2. Fringe Benefits	See Notes				
3. Travel	\$322,816.00				
4. Equipment	\$6,181.00				
5. Supplies	\$686.00				
6. Contractual	\$1,258,792.00				
7. Training Stipends	0				
8. Other	0				
9. Total Direct Costs (Lines 1-8)	\$1,688,475.00				
10. Indirect Costs	0				
11. Total Costs (Lines 9-11)	\$1,688,475.00				



**Section 2B – Budget Summary**  
**Non-Federal Funds**

	<b>Sept 2010– July 1, 2011</b>	<b>July 2, 2011– June 30, 2012</b>	<b>July 1, 2012– June 30, 2013</b>	<b>July 1, 2013– June 30, 2014</b>	<b>TOTAL FOR THE GRANT (9/30/14)</b>
Total amount of non-federal funds used to support the work of the consortium	\$196,413				

Notes for the 2011 data:

Personnel Costs and Fringe Benefits are included in the Contractual Services line. All personnel have been hired under a subgrant to the Tallahassee Community College which employs the personnel on behalf of the Florida Department of Education (FDOE). These personnel work onsite in the FDOE building, are directly supervised by FDOE staff, and function in every way as DOE staff. Following is a list of personnel employed by Tallahassee Community College to carry out PARCC duties and responsibilities:

- PARCC Project Director
- PARCC Contract/Fiscal Manager
- PARCC Fiscal Officer (2 individuals share this position)
- PARCC Purchasing Agent
- PARCC Accountant (2 FTE)
- PARCC Grants Specialist (Travel)

All positions are currently filled except one of the accountants.

Also please note that indirect costs are not charged on contracted services; therefore moving the personnel to contracted services significantly reduces the indirect costs charged to the grant.

## **Definitions**

*Achievement standard* means the level of student achievement on summative assessments that indicates that (a) for the final high school summative assessments in mathematics or English language arts, a student is college- and career-ready (as defined below); or (b) for summative assessments in mathematics or English language arts at a grade level other than the final high school summative assessments, a student is on track to being college- and career ready. An achievement standard must be determined using empirical evidence over time.

*College- and career-ready (or readiness)* means, with respect to a student, that the student is prepared for success, without remediation, in credit-bearing entry-level courses in an Institution of Higher Education (as defined in section 101(a) of the Higher Education Act), as demonstrated by an assessment score that meets or exceeds the achievement standard (as defined in this notice) for the final high school summative assessment in mathematics or English language arts.

*Common set of college- and career-ready standards* means a set of academic content standards for grades K-12 that (a) define what a student must know and be able to do at each grade level; (b) if mastered, would ensure that the student is college- and career-ready (as defined above) by the time of high school graduation; and (c) are substantially identical across all States in a consortium. A State may supplement the common set of college- and career-ready standards with additional content standards, provided that the additional standards do not comprise more than 15 percent of the State's total standards for that content area.

*Direct matriculation student* means a student who entered college as a freshman within two years of graduating from high school.

*Governing state* means a state that (a) is a member of only one RTTA consortium, and (b) has an active role in policy decision-making for the consortium, and (c) is committed to using the assessment system or program developed by the consortium.

*Participating state* means a state that is a member of the consortium, but may also be a member of another consortium and does not play the full role of a Governing State as defined above.

*Student achievement data* means data regarding an individual student's mastery of test content standards. Student achievement data come from summative assessment components and must be reported in a way that can be reliably aggregated across multiple students at the subgroup, classroom, school, LEA, and State levels.

*Student growth data* means data regarding the change in student achievement data (as defined above) between two or more points in time. Student growth data from summative assessment components must be reported in a way that can be reliably aggregated across multiple students at the subgroup, classroom, school, LEA, and State levels and over a full academic year or course.